



Learning, Behaviour and Engagement Training

Handouts & Notes

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Every Student, Every School Project Officers 2013

Activity 1

Define the following terms (in your schools context)

Disruptive Behaviour:

Inappropriate behaviour:

Challenging or Behaviour:

Behaviour Management:

Where do the terms aggressive and violent belong in your school?

Would you use this activity in a staff meeting to help establish consistent language and referencing of behaviour

Activity 2

Teaching and Learning

In your group, discuss and list factors that influence the effective support of positive student behaviour

Student:	Physical / environmental
Teacher:	Curriculum and resources

Community Factors

In your group, discuss and list the factors that influence the effective support of positive student behaviour

Home:	Social / political
Cultural / religious/ ethnic	Socio-economic

3. ACCELERATION

Student behaviour

- Argumentative, questioning, challenging, belligerent
- Defensive
- Challenges authority
- Beginning of loss of rationality
- Verbal escalation
- May use verbal intimidation.

Teacher strategies

- Directive approach
- Appropriate response to questioning eg information seeking/challenging
- Set limits/boundaries
- Reminder rules and expectations
- Choices
- Consequences
- Acknowledge good choices
- Support from buddy teacher.

2. AGITATION

Student Behaviour

- Noticeable increase or change in behaviour
- Non directed expenditure of energy eg off task behaviour, fidgeting, rocking on chair, off task, pacing
- Increased anxiety.

Teacher strategies

- Supportive staff approach
- Empathetic, non judgemental
- Rules and expectations
- Encouragement and reinforcement
- Effective non verbal communication
- Appropriate curriculum and quality teaching strategies
- Routines and organisation.

1. CALM

Student behaviour

- High level of engagement and learning
- Positive classroom interactions.

Teacher responses

- Primary Supports systems
- Reinforce school values
- Reinforce school/class rules
- Acknowledge/reinforce positive behaviour
- Rapport building.

BEHAVIOUR CONTINUUM

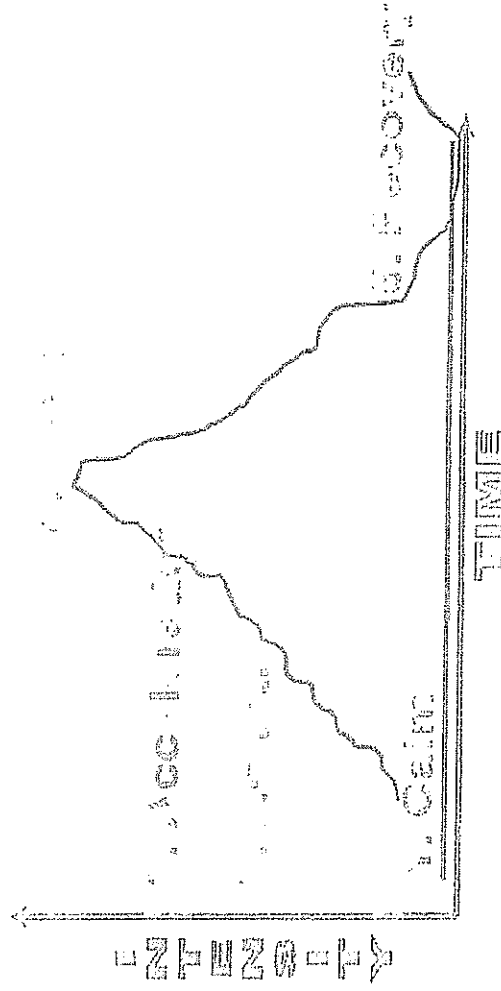
4. PEAK - Crisis

Student behaviour impacts on safety of self and others Student behaviour

- Verbal aggression / verbal intimidation
- Physical aggression/assault
- Self injurious behaviour
- May be unaware of impact of behaviour on others
- Total loss of control.

Staff strategies

- Remain calm
- Seek assistance
- Tertiary supports
- Team approach
- Implement crisis management plan
- Exit other students to safety
- Deescalate with calming strategies.



5. RECOVERY

Student behaviour

- Tension reduction
- Expended energy
- Physically and emotionally drained
- Regained control.

Teacher strategies

- Debriefing
- Re establish communication with individual
- Rebuild relationships
- Collaboratively review and develop plans of support.

The Behaviour Continuum

Stage	Strategy		Examples
Calm	Identify best practice	<ol style="list-style-type: none"> 1. Preventative strategies are in place. 2. Teacher uses a range of strategies and practices to engage students in learning 	
Agitated	Supportive	<ol style="list-style-type: none"> 1. Verbal and non-verbal communication with student. 2. Using proximity and private chat to discern students ability to engage in task and to follow instruction 3. Identify possible triggers 4. Have a plan to de-escalate student 	
Accelerated	Set boundaries	<ol style="list-style-type: none"> 1. Expectations / rules/values stated. 2. Implement universal systems of reinforcement and consequence. 3. Buddy support 4. Referral systems 	
Peak	Seek assistance	<ol style="list-style-type: none"> 1. Implement risk plan 2. Seek support 3. Remain calm 4. Document incident 5. Debrief 	
Recovery	Restore and rebuild	<ol style="list-style-type: none"> 1. Check all in control 2. Allow for debriefing of incident 3. COPING model 4. Develop plan to rebuild relationship 5. Monitor and support 6. Celebrate achievements 	

Activity 3

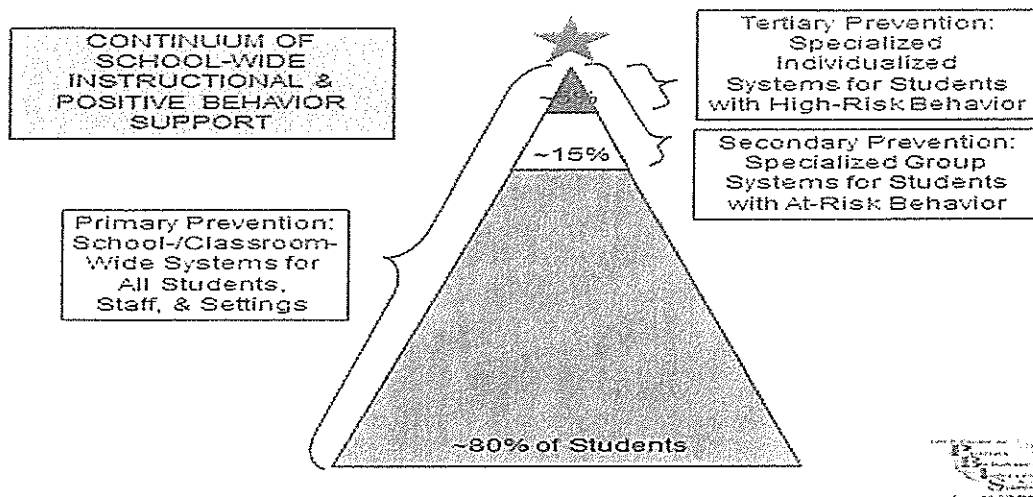
List support structures that are currently in place in your setting.



Individual Support

Targeted Support

Universal Support



School wide systems

Include:

1. Common purpose and approach to discipline
2. Clear set of positive expectations and behaviours
3. Procedures for teaching expected behaviours
4. Continuum of procedures for encouraging expected behaviours
5. Continuum of procedures for discouraging inappropriate, disruptive and challenging behaviours
6. Procedures for ongoing monitoring and evaluation.

Secondary systems

Include:

1. Classroom –wide positive expectation taught and encouraged
2. Teaching classroom routines and cues are also taught and encouraged
3. Ratio of 3:1 positive to negative adult –student interactions
4. Active supervision – being aware of what students are doing and how students are feeling
5. Redirections for minor, infrequent behaviour errors (in a positive manner)
6. Frequent pre corrections for frequent behaviour errors
7. Effective academic instruction and curriculum

Tertiary systems

Include:

1. Behavioural competence at school and area levels
2. Function based behaviour support planning (LST)
3. Team and data- based decision making
4. Comprehensive student-centred planning and coordinated process
5. Targeted social skills and self-management instruction
6. Individualised curriculum, emotional, instructional and behavioural adjustments.

Family:

1. Continuum of positive behaviour support for all families
2. Inclusion in planning for student adjustments
3. Frequent, regular positive contact, communications and acknowledgement
4. Formal and active participation and involvement in partnership
5. Access to system of integrated school and community resources.

Identifying key strategies – Lesson scenario

Calm Stage	
Looks, sounds and feels like?	Examples of best practice (<i>why is it Calm?</i>)

Continuum Stage	AGITATION/ ANXIETY	ACCELERATION/ DEFENSIVE	PEAK/ ACTING OUT	RECOVERY/ REBUILD
Looks, sounds and feels like?				
What preventative strategies practices are in place?				
How can you restore to the previous stage?				
What is the role of LST or Executive at this stage?				

School logo



Education &
Communities

PERSONAL LEARNING PLAN

SCHOOL:

NAME:

DATE:

Student Background Information		School Administration Information		Identified Student Needs*	
Student		Principal		(provide details over page)	
Other name if applicable		Student Registration Number:		<input type="checkbox"/> Curriculum/Learning	
Gender		School year/class		<input type="checkbox"/> Social	
Date of birth				<input type="checkbox"/> Behaviour	
Aboriginal Yes <input type="checkbox"/> No <input type="checkbox"/> Torres Strait Islander Yes <input type="checkbox"/> No <input type="checkbox"/>		LST Coordinator		<input type="checkbox"/> Safety	
Culturally and Linguistically Diverse Background Yes <input type="checkbox"/> No <input type="checkbox"/>		Other staff:		<input type="checkbox"/> Transition to High School, from high school etc	
Language spoken				<input type="checkbox"/> Culture/Community	
Is there a disability confirmation sheet?	Yes <input type="checkbox"/> No <input type="checkbox"/>			<input type="checkbox"/> Mobility/Posture/Personal Care	
Interagency Support		Parent/Carer		<input type="checkbox"/> Health Care/Emotional care	
Medical/ Health Support		Name:		<input type="checkbox"/> Other	
				Attachments	
		Telephone		Plan/s from previous school/s Yes <input type="checkbox"/> No <input type="checkbox"/>	
		Email		Plans developed at this school Yes <input type="checkbox"/> No <input type="checkbox"/>	
		Address		NSW Health Assessment/Health plan Yes <input type="checkbox"/> No <input type="checkbox"/>	
				Other agency plan Yes <input type="checkbox"/> No <input type="checkbox"/>	
Plans		Date developed		Review date	
Name		Review date		Name	

STUDENT PROFILE

Completed by: ☐ Teacher ☐ LST Coordinator ☐ DP / P ☐ Year Advisor ☐ School Counsellor ☐ Parent / carer ☐ Student ☐ Other:

<input type="checkbox"/> LEARNING:	<input type="checkbox"/> PERSONAL NETWORK/SOCIAL CIRCUMSTANCES:
<input type="checkbox"/> SOCIAL & /or EMOTIONAL CIRCUMSTANCES	<input type="checkbox"/> TRANSITION:
<input type="checkbox"/> COMMUNICATION:	<input type="checkbox"/> OTHER:

GOALS: (Please include any information about your aspirations, concerns, and suggestions about what works with this student, Include academic, social and behavioural goals)

Student:		Year/Class:	Date:
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PRIORITY AREA	GOALS/OUTCOME	STRATEGIES	SUCCESS CRITERIA	REVIEW and FUTURE DIRECTION
Learning Responsibility Styles				
Behaviour Self management Emotional control				
Engagement Motivation Interest				

Plan developed by: (name, sign and date)

LST Coordinator:	School Counsellor:
Principal/ Deputy Principal:	Parent /carer:
LaS Teacher:	Student:
Teacher:	Other:

Preventative strategies	Reactive Strategies
<ul style="list-style-type: none"> Proximity (teacher or peer) Seating plan (known before entry) Strategic movement around room Purpose of lesson and expected outcomes stated, including behavioural Lesson well prepared (visually reinforced) Students lined up outside room prior to entry Students greeted by teacher before entry Teacher at room before students Cue signal & wait time is used , the routine is known to students Visual, verbal and nonverbal prompts are known to students Settling activities are used where required Distractors are minimised (interruptions, notes, resources) Sensory overload is minimised (lights, fans, noise, hanging artworks, furniture, pencils case and belongings) Instructions and praise are explicit Instructions are delivered in a calm manner in the positive Positive reinforcement is frequent for individuals and class Positive consequence system is meaningful and valued by students Activities are consistently monitored & students are actively supervised Routines are established and known by all students Support buddies are available in class and across school Relaxation strategies and mood scripts are used A clear, known, fair behaviour management system is in place Students are given opportunities to move around room and between activities where possible A variety of teaching & learning styles are incorporated into lessons Student are able to self-correct and self-refer to time out Students are able to practice calming strategies via plans – self regulation Opportunities to practice pro-social behaviours are provided Examples of finished task are provided Prompt cards are available – cheat sheets Task are modified, scaffolded and incorporate high interest where possible Class profile is developed and available to causal and support staff 	<ul style="list-style-type: none"> Class rules Positive consequences for students who follow the rules Class consequences for failure to follow rules Reminder system Use of redirect Time in systems (detention) Buddy class Individual adjustments Monitor /progress card Referral to LST / executive Parent contact Risk plans, crisis plan (stress cycle mapped) <p>For disruptive or challenging behaviour</p> <ul style="list-style-type: none"> Proximity Non-verbal prompts / redirects are used Visual references (rules/ consequences) Instruction is short, explicit and evenly delivered Instruction is restated when challenged Plans are followed (including self-care plan) Calming statements are made Venting is monitored and not taken personally Debriefing is available Collegial support is available

The CopingModel

This model is taken form Non-violent Crisis Intervention training and is used to assist in restoring the relationship between the individuals who were affected by the incident. This may be done as a dual or individual meeting.

C	Check that everyone is back in control.
O	Orient the facts that surround the incident. Avoid using emotive language or making judgements about the others actions.
P	Look for patterns of behaviour from both the acting out person and the staff member who responded to the incident.
I	Investigate alternative nor available options that can be offered to the acting out person or staff member when becoming agitated.
N	Negotiate a plan.
G	Give back control to the individuals involved in the incident.